Monthly Special Education Director Call

Special Education Programs
April 19, 2022

1

Bookshare

A BENETECH INITIATIVE

Getting Started with Bookshare

Amanda Landavazo

2

Bookshare Basics

❑ At least 5% of students experience a barrier to reading printed books
- Digital does NOT equal Accessible

❑ What is Bookshare?
- The world's largest accessible ebook library
- Over 1,000,000 titles FREE to all eligible US students.
- Listen to books read aloud, follow along with audio and highlighted text, or read in large type or braille.
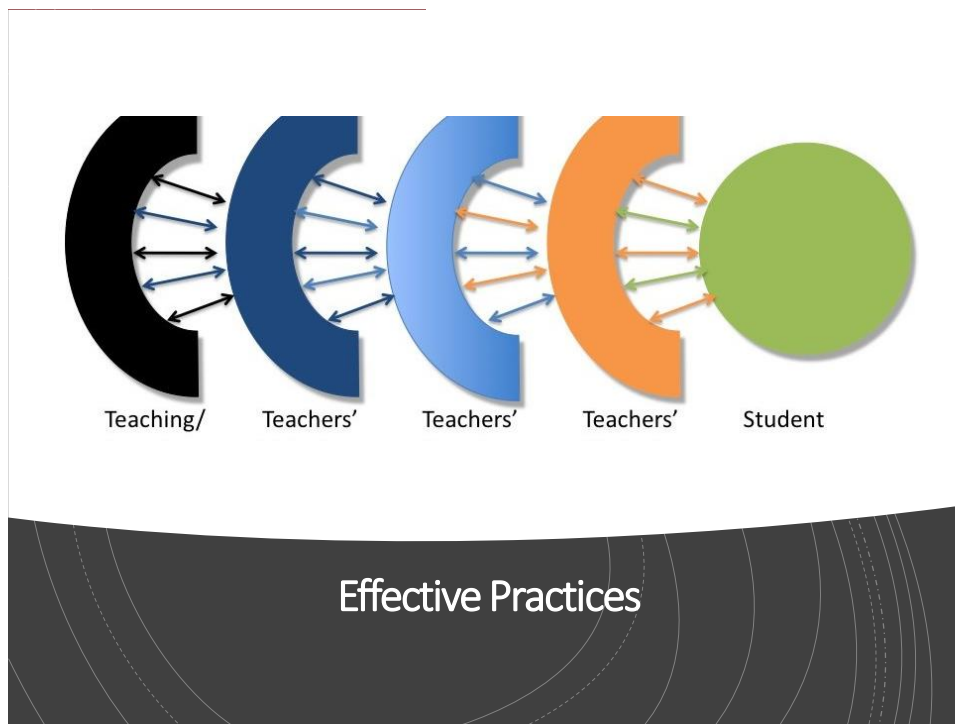
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Bookshare Basics

❑ Who qualifies for free access?
- US students with a visual impairment, learning disability, or physical disability that impacts their interaction with traditional print.

❑ Reading Options:
- Organizational Memberships allow teachers to assign specific books to students and Individual Memberships give students access to the entire library. (You can have both!)
- Read on phones, tablets, braille devices, & laptops using EPUB, BRF, DAISY, Word, DAISY Audio, & MP3.

❑ Student Access to Accessible Books
- Around 7,000 SD students could qualify for free access to Bookshare.
- In 2021, less than 200 students had a membership

4

Opportunity in South Dakota

- Resources for Your Team
  - Amanda Landavazo – amandal@bookshare.org
  - Online Training and Resources
    - https://www.bookshare.org/cms/abcs-bookshare-educators
    - https://www.bookshare.org/cms/help-center/educators-get-started-page-1
    - https://www.bookshare.org/cms/reading-tool-wizard
  - Customer Support
    - https://www.bookshare.org/contactUs
    - (650) 352-0198
  - On-demand webinars and training materials
    - https://www.bookshare.org/cms/help-center/learning-center/on-demand-webinars
    - https://www.bookshare.org/cms/help-center/learning-center

5

Teaching/   Teachers'   Teachers'   Teachers'   Student

Effective Practices

6

7

Administrative Rule Update

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- Special Ed Rules 24:05 open for public comment at rules.sd.gov | home
  - Developmental delay expanded to age 9
  - Change category to Emotional Disability
  - Clarify graduation requirements
  - Repeal all evaluator requirements (this change does not impact current school psych examiners)
  - Add missing definitions and related service descriptions
  - Form and style edits

- Plan prior to July Board meeting regarding school psych examiners in rules 24:28 (Ed Cert) 24:53 (Ed Prep)

8

Panel Members Needed!

South Dakota Advisory Panel for Children with Disabilities (SDAPCD)

• Individuals with disabilities; or
• Parents of children with disabilities, ages birth through 26.

What is the role of a panel member?

• Advise the State Educational Agency (SEA) of unmet needs within the State in the education of children with disabilities

• Comment publicly on any rules of regulations proposed by the state regarding the education of children with disabilities

• Advise the SEA in developing evaluations and reporting on data

• Advise the SEA in developing corrective action plans to address findings identified in federal monitoring reports

• Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities

• Review and comment on final due process hearing findings and decisions

• Advise on eligible students with disabilities in adult prisons. The SDAPCD shall also advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons (optional)

The chosen applicant will begin a 3-year membership as of July 1, 2022, pending membership approval by Governor Noem. SDAPCD meets quarterly. The first meeting for new members will be in Sept. 2022.

Please return completed application to:
SD Department of Education, Special Education Programs
ATTN: Melissa Bothun, 800 Governors Dr., Pierre, SD 57501
Applications and questions may also be emailed to: Melissa.Bothun@state.sd.us

9

High Leverage Practice (HLP) Highlight
HLP 20: Provide Intensive Instruction

Quantitative Changes — Change Dosage or Time; Change the Learning Environment to Promote Attention and Engagement

Qualitative Changes — Combine Cognitive Processing Strategies with Academic Learning; Modify Delivery of Instruction

Vaughn, et al., 2013

How can we intensify instruction?

Change the Dosage or Time
•Increase the number of sessions per week.
•Increase the length of sessions each day.

Change the Learning Environment
•Reduce the group size (e.g., from six students to four)
•Group students with similar abilities
•Reducing classroom distractions (e.g. noise, visitors)

From Iris Center Module (https://iris.peabody.vanderbilt.edu/module/dbi1/cresource/q2/p03/)

10

High Leverage Practice (HLP) Highlight
HLP 20: Provide Intensive Instruction

How can we intensify instruction?

Combine Cognitive Processing Strategies with Academic Learning
- Teach students how to strategically approach academic tasks to gain and use information effectively. (e.g. memory, self-regulation, attribution)

Modify Delivery of Instruction
- Increase the number of opportunities to respond.
- Increase the amount of immediate, corrective feedback.
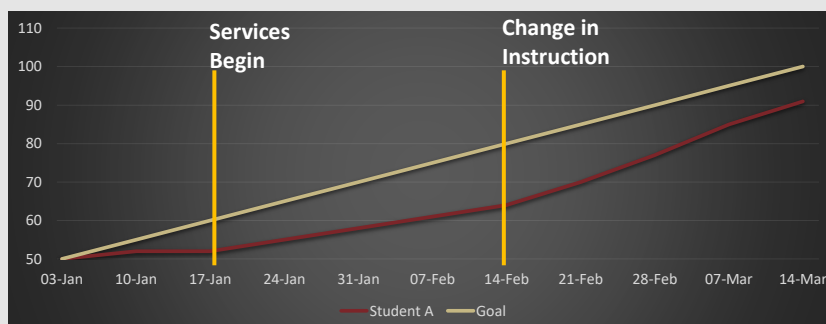- Increase the amount of guided practices.

From Iris Center Module (https://iris.peabody.vanderbilt.edu/module/dbi1/cresource/q2/p03/)

11

High Leverage Practice (HLP) Highlight
HLP 20: Provide Intensive Instruction

Collect data!

12

High Leverage Practice (HLP) Highlight
HLP 20: Provide Intensive Instruction

Resources:

- **IRIS Center Module –** https://iris.peabody.vanderbilt.edu/module/dbi1/#content

- **National Center on Intensive Intervention -** https://intensiveintervention.org/

- **Intensive Intervention Checklist -** https://intensiveintervention.org/sites/default/files/HO-1-DesignIntenIntervenAcad_508.pdf#content

- **Progress Center Handout -** https://promotingprogress.org/sites/default/files/2021-08/Review-Intensify-Instruct-508.pdf

13

DROP OUT PREVENTION

When students who have dropped out of school are asked,

"Why did you drop out of school?"

The typical reply is:

"No one cared if I stayed in school or what!"

PERCEPTION

National Dropout Prevention Center

14

Mentoring

———

National Dropout Prevention Center

Most programs have been designed to expect changes and benefits in the general areas of:

➢ academic achievement

➢ employment or career preparation

➢ social or behavior modification

➢ family and parenting skills

➢ social responsibilities.

15

Expected individual or school results

• Improved school achievement

• Increased graduation rates

• Increase in self-esteem

• Increased school attendance

• Decrease in discipline referrals

• Decrease in early pregnancy rates

• Increase in securing entry-level jobs

• Increase in community service activities

National Dropout Prevention Center

16

MOST CRITICAL ELEMENTS

❖ a clear statement of program purpose and goals;

❖ a recruitment and selection plan for mentors;

❖ a support and training program for mentors; and

❖ a monitoring and evaluation process for the program.

National Dropout Prevention Center

17

FOR MORE INFORMATION

National Dropout Prevention Center

18

Accountability

19

Parent Rights Handbook

- The Parent Rights Handbook *IS* current and no changes will be made for 2022-2023 school year
  - SEP *does not* print and distribute the handbooks
  - The handbook is available in several languages at https://doe.sd.gov/sped/parentalrights.aspx

- SEP will be making updates over the next year with a new version available in the Spring of 2023

- The parent rights handbook is a document for parents to help them understand their rights. Districts should provide guidance on what the document includes and where parents should go for assistance in understanding those rights.

20

Parent Involvement in IEP Process

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- Evaluation Process:
  - Must document parent was involved in the evaluation plan of their child.

Do Not wait until district has developed the evaluation plan (PPWN Consent) before asking parents for their input.

- Parents/Guardians/Family Members Know:
  - Skills child has at home
  - Knowledge of preferences and needs
  - Growth of their child mentally, physically, academically
  - Knowledge if there is a diagnosis
  - Supports provided to child outside of school
  - Strategies used

21

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iepQ
IEP Quality Project

Extended School Year (ESY)

ESY is:

- <u>Special education and related services</u> that are provided to a child with a disability <u>beyond the normal school year</u> of the public agency <u>in accordance with the child's IEP</u> and at no cost to the parents of the children.

- Primarily for MAINTENANCE of skills, not the learning of or advancement of new skills or to address IEP goals that were not met during the regular instructional calendar.

Summer School

22

Extended School Year (ESY)

Considering ESY
- ESY must be considered for ALL students, regardless of disability.
- Take DATA throughout the school year. Use the data to support and justify any ESY decisions.

Collect data (at minimum):
- **At the end of the regular school year (now)**
- At the beginning of the school year
- At the time of recoupment (i.e., the date of regaining skills that had been attained by the end of the previous school year).

23

Extended School Year (ESY)

Are ESY services needed for this student?

"Will the learning that occurred during the regular school year be significantly jeopardized if ESY services are not provided, thus denying the student a FAPE?"

Losses/regression of skills experienced by a student must be so extensive that when school resumes unreasonable amounts of time are needed to recover (recoup) lost skills

OR

the break in instruction/services will result in a halt in progress toward developing a critical life skill due to the timing in relation to a breakthrough period.

24

iep Q
IEP Quality Project

ESY Checklist

https://sd.iepq.org

iep Q
IEP Quality Project

ESY (Extended School Year) Checklist / Decision Discussion Points

Student: _____ Grade level: _____ Disability Category(ies) _____

Related Services: _____ Spring case manager _____ Fall case manager:_____
Did the student qualify for ESY in the previous school year? ____YES ____NO ____ Not known
Did the student attend ESY in the previous school year? ____YES ____NO ____Not known

_____ 1. Is the student achieving passing grades in the regular education program, if applicable?
Comments:

_____ 2. Is the student currently experiencing success in meeting the goals and objectives of the IEP?
Comments:

_____ 3. When reviewing past IEP's (if available), has the child been successful at meeting IEP goals over time, or have goals been repeated over time?
Explain below, if needed.

_____ 4. At the start of the current school year, was the teacher able to begin instruction at the level indicated by the current IEP in critical skills areas? (Complete and attach the ESY regression/recoupment of skills data form)

_____ 5. Was the student working on new critical skills indicated by the current IEP by the beginning of the second six-week grading period?

_____ 6. Does this student routinely display a loss of critical skills following interruptions in instruction during the regular school year, i.e. winter break and spring break (document on the ESY regression/recoupment of skills data form) ?

_____ 7. Were there mitigating circumstances that may have led to the student temporarily not meeting goals/objectives? If yes, Explain:

Are there any other individual circumstances that make the provision of ESY services critical so that this child can learn or participate in school activities upon return to school?

_____ 8. Have general education teachers given input on the child's progress (if applicable)?

_____ 9. Does the parent/guardian witness a loss of skills over the course of school breaks? What are examples the parent can provide?

_____ 10. What else is significant about the nature and severity of the child's disability? Could ESY services markedly slow the rate of degeneration anticipated due to a student's mental condition?

25

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iep Q
IEP Quality Project

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ESY Regression/ Recoupment Data Form

• https://sd.iepq.org

ESY Regression / Recoupment of skills data form

DIRECTIONS:
1)Write in each IEP goal to be assessed.

2) For each IEP goal, indicate the student's level of performance on skills assessment for each indicated time frame. **INCLUDE DATES OF TESTING, ASSESSMENT GIVEN, and SCORE(S)** in your data boxes. Be sure to keep or attach the assessment used to determine the student's level of performance, and to use the same assessment(s) for each data entry date to maintain consistent comparison across time. Assessments do not need to be standardized, and teacher-created curriculum-based or skills-based measurement / checklists that directly match IEP goal skills may be used.

3) Use this data to help with the decision regarding whether or not a student needs extended school year services. This form should not be the only data used to inform this decision.

STUDENT NAME:_____DISABILITY(IES):_____   RELATED SERVICES:_____
DID STUDENT ATTEND ESY THE PREVIOUS SUMMER? _____YES _____ NO
IF YES, ASSESS STUDENT BY THIRD WEEK OF NEW SCHOOL YEAR
IF NO, ASSESS STUDENT BY SIXTH WEEK OF NEW SCHOOL YEAR

SPRING DATA (Within four weeks of the end of the school year)	FALL DATA (Must be within 6 weeks of the start of the school year)	(Optional) Post an extended school break (winter, spring) data	Did student recoup skills?
Goal One:			
			____ YES
			____ NO
Goal Two:			

26

27

Extended School Year

Extended school year is for any student on an IEP that requires services beyond the school year.

How does a student qualify?

IEP team reviews data and determines annually

Demonstrates regression or recoupment issues, maintain critical life skills or establish emerging skills.

It is not to advance skills.
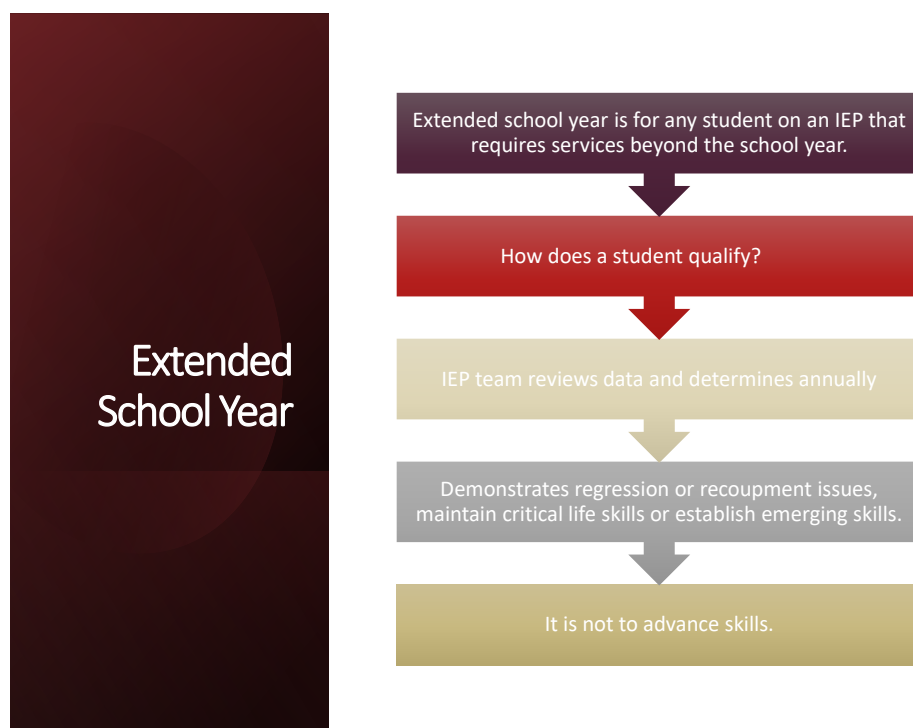
28

What is included if ESY is necessary?

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Example	Goal	Type of Service	Beginning date	Ending date	Frequency and duration	Based on
Student 1	Reading	Instruction	June 15	August 5	30 min/ 1 time per week	Regression
Student 2	Articulation	Related Service	June 15	August 1	30 min/1 time per month	Emerging and Maintain

- IEP team considerations
  - How long between instruction does student regress?
  - What is needed to maintain skills?
    - Do need bi-weekly, weekly, 1 per month, etc…
- PPWN:
  - Reading goal will be supported with instruction to ensure student does not regress on phonological skills. Student should maintain skills with a 30-minute session 1 time per week between dates identified.
  - Articulation was determined as a need since it took 2 months (Mid March to Mid May) for student to start _____. ESY will be supported by Speech Therapist. In order to maintain skills just learned, there will be a 30-minute session 1 time per month.

29

End Year:
Referral Process and Timeliness

Scenario: Parent requests a special education evaluation on April 11, 2022. What is district's responsibilities?

- According to the referral procedures regulations:
  - Any written request or provided verbally must be documented and
  - Upon receiving the referral, district will conduct an informal review of information and conference with parent/person who referred and
  - After informal review, determine if evaluation is necessary
    - If no, provide a PPWN with reasons why no evaluations will be conducted along with their procedural safeguards.
      - Remember situations such as RTI process or because end of school is not a reason to deny or delay an evaluation.
    - If yes, complete the evaluation process and procedures including the PPWN consent.
      - If determine for a special education evaluation at the end of school year, district and parent can agree to when those will be completed. (24:05:25:03)
- Train staff regarding the process above. Staff should not indicate to parents that the district does not take referrals or do evaluations in the spring.

- ARSD: **24:05:25:03 and chapter 24:05:24**

30

2022-2023 School Year
A NEW Accountability Process Web-based Platform
Includes Indicator 11 and 12 Data

- Beginning school year 2022-2023 Special Education Programs will be launching a web-based program to facilitate the Accountability Process (SPED reviews and RDA). Melissa.Flor@state.sd.us

- Indicator 11 and 12 data will be collected via the new platform with hopes it will be available for data entry in September 2022 for the 2022-2023 data collection. Debra.Willert@state.sd.us

31

Special Education Data

32

16

SPECIAL EDUCATION
HIGH SCHOOL EXIT CODE TRAINING

- May 2nd, 2022   3-4pm CST

- May 3rd, 2022   3-4pm MST

- Training will include an explanation of exit codes, where to find exit codes for special education and general education for Infinite Campus, where to put exit code in Campus, and how to check exit code data.

- Zoom link to course will be emailed to participants along with course material prior to the training.

33

Suspension Expulsion Data Collection

- Please have whoever is going to be entering your special education suspension data for Indicator 4 be on the Sped Director call on May 17

- Login information will be sent out that afternoon

- Please check to see if you have your login information from last year

JUST
GIVE
ME ALL
THE
DATA!

34

Indicator 7 Data
Results Indicator

June 30, 2022

Early Childhood Outcomes

1. Percent of preschool students 3-5 with IEPs who improve:
   A. Positive social-emotional skills
   B. Acquisition and use of knowledge and skills
   C. Use of appropriate behaviors to meet needs

2. Indicator access points:
   a. BDI2 and BDI3 Entry and Exit scores through BDI-2 Data Manager and BDI3 Riverside Score.
   b. Child's BDI information is verified with Infinite Campus demographics
      • Do not enter students into Infinite Campus if they are in Part C (Birth-3 Programs)

3. Need assistance contact:
   • Debra.Willert@state.sd.us

35

PARENT SURVEYS

- Parents need to complete and return by May 31, 2021
- Online survey link
  - https://survey.alchemer.com/s3/5697751/SDi8

  (access to both English and Spanish on this link)

More surveys needed? – sped director can contact jessica.ahlers@state.sd.us

36

Indicator 11
Child Find

Compliance Indicator
Target = 100%

Due Date:
August 1, 2022

1. Who are the students that should be reported in Indicator 11 data submission?
   a. Students ages 3-21
   b. Students receiving Initial evaluations between July 1, 2021, and June 30, 2022
   c. Permission received (even if the student moves during the testing window OR testing couldn't be completed for some other reason)
   d. Student evaluated by outside agency
   e. Student moves into your district from another district or state and requires additional evaluations to determine S.D. eligibility
2. Where is student data entered and submitted to SEP?
   a. Launchpad Logon (sd.gov)
   b. Districts must sign-off when all data has been entered (student data entered and an updated school calendar must be uploaded)
3. Where can help be found to ensure correct submission of data?
   a. https://doe.sd.gov/sped/SPP.aspx
   b. https://doe.sd.gov/sped/documents/Indicator11-Rpt.pdf
   c. Debra.Willert@state.sd.us or 605-773-2594

37

Indicator 12
Preschool
Transition

Compliance Indicator
Target = 100%

Due Date:
September 1, 2022

1. Who are the students that should be reported in Indicator 12 data submission?
   a. Students being served in the Part C (B-3) program and now being evaluated for continued eligibility into Part B 619 (3-5)
   b. If permission to evaluate is received (even if student moves during evaluation)
   c. A student whose birthday and/or eligibility meeting occurred between July 1, 2021, and June 30, 2022. (Birthdates may fall outside of reporting period in some cases)
   d. Student moves into your district from another district or state and requires additional evaluations to determine S.D. eligibility
   e. Student is evaluated by outside agency
2. Where is student data entered and submitted to SEP?
   a. Through Launchpad: Logon (sd.gov) (same log-on and password as Indicator 11)
   b. Districts must sign-off when all data has been entered (student data and updated school calendar and preschool calendar [if applicable])
3. Where can help be found to ensure correct submission of data?
   a. https://doe.sd.gov/sped/SPP.aspx
   b. https://doe.sd.gov/sped/documents/Indicator12-Report.pdf
   c. Debra.Willert@state.sd.us or 605-773-2594

38

INDICATOR 14 – APPENDIX A

Enter data in LaunchPad - https://apps.sd.gov/DP42LaunchPad/Logon.aspx

- Document with the information needed - https://doe.sd.gov/sped/documents/Ind14-AppndA.doc

Two Options

- May - June:
  - Districts **may** enter student data (need to enter everything)
- August through September:
  - Check demographic information
  - District will only need to enter Part 2 data and Family Contact Info
  - Does not override what districts have already put in
- Final validation completed by Oct 1

Different login than: Indicator 11-12; Child Count; Suspension/Expulsion; Personnel Record Form; and other LaunchPad programs

- Forgot password? Contact Beth.Schiltz@state.sd.us

39

## INDICATOR 14 – WE NEED YOUR HELP

- Last year only 20 districts had students who responded to survey

- Asking for volunteers from districts to call your own students

- Strategies for next year
  - BHSU is sending post cards to districts (postage is already included on the post card so no expense to the district)
  - Asking you to have your students leaving HS this year to put their name and address on the post card.
  - Districts hang on to these until next spring
  - Then send them to students reminding them about the survey in the spring or summer.

40

POST SCHOOL OUTCOMES (PSO) WEBSITE INDICATOR 14 DATA

- https://www.sdposthighsurvey.org/
- Do you have a login and password?
- Have you checked out your district's information?

- Checking contact information to ensure district special education director's information is correct
- May get an email from the PSO website with login and password information

41

Miscellaneous
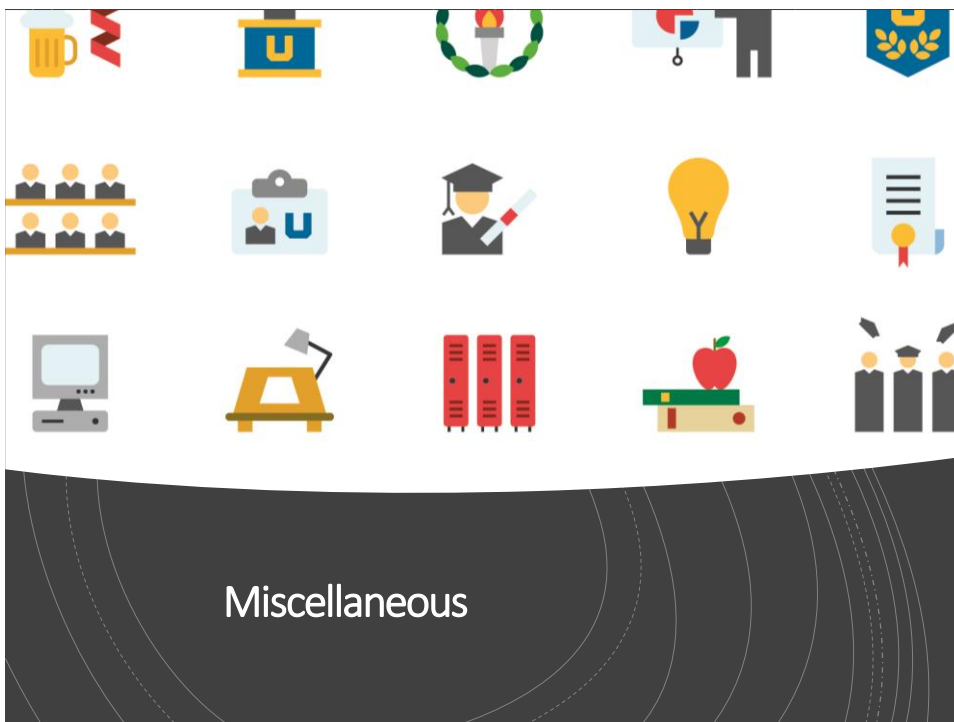
42

IDEA Flowthrough Applications

- More information and release date coming soon…

- Reminders
  - Districts with private schools within their boundaries are required to consult annually with the private schools on child find, proportionate share, and services
  - Districts must review and get board approval of their comprehensive plans annually. Plans must have a current date prior to submitting your application

- Updates
  - OSEP has released updated Private School Q&A document located on our page at https://doe.sd.gov/sped/idea.aspx under *Documents and Useful Links*
  - The Private School questions have been restructured within the GMS system. Requirements are the same, but we have reduced the number of questions to eliminate duplication.

43

Mediators/IEP Facilitators

SEP is looking for a Mediator/IEP Facilitator contractor (preferably on the west side of the state).

- Qualifications
  - Two (2) or more years of employment experience in a profession related to:
    - mediation and dispute resolution
    - special education
    - rights of persons with disabilities, or
    - some combination of such experience equaling at least two years
  - Hold a degree in special education or related field of study.
  - Knowledge of dispute prevention and dispute resolution techniques
  - Be knowledgeable in South Dakota and IDEA laws and regulations relating to the provision of special education and related services. 34 300.506 (b)(3)(i).
  - Have no personal or professional interest that conflicts with the objectivity of the assignment. 34 300.506(c).
  - Maintain total impartiality in each mediation performed.
  - Keep current on changes in special education legal issues and OSEP guidelines.
  - Not be employed by or have special interest with the South Dakota Department of Education (SEA) or LEA involved in the education of the child. 34 300.506(c).
  - Do not engage in private consulting and contracting with State schools or agencies. Do not promote personal products or other "on-the-side programs."
  - Keep DOE informed of any contact information changes and any situation that may arise that affects the ability/impartiality of performing mediation contract duties.
  - Be willing to travel as necessary.

Please contact Wendy.Trujillo@state.sd.us if you or someone you know meets the qualifications and is interested in this type of work.

44

Summer Science Assessment Opportunities

- Needed science and special education teachers to help with the following:
  - Science Independent Alignment Study review: June 21-23 in Pierre
  - Science Alternate Assessment Content Advisory Committee Meeting: July 22
  - Science Alternate Assessment Achievement Level Descriptor Meeting: July 25
  - Science Alternate Assessment Standard Setting Meeting (set cut scores): July 26–27 (participants must attend both days)
  - Science Standard Validation Meeting (validate cut scores): July 28–29 (participants must attend both days)
- Share with science teachers
- Please fill out this form to apply by May 1.
- Stipends and CEUs available

45

2022 Retirement Announcements

- Lori Esmay – Jones County

- Renae Rausch – Aberdeen

- Keri Schleesman – Milbank

- Brenda Stover – Redfield

(If we missed anyone please let us know and we will include next month!)

46

Next Sped Director Call

May 17th, 2022
10am CST

SPED Director calls are recorded and posted at:

https://doe.sd.gov/sped/directors.aspx

47

FFY 2022 IDEA PART B GRANT APPLICATION

MARCH 30, 2022

48

https://doe.sd.gov/sped/

NOTICE OF PUBLIC AVAILABILITY

- Notice is hereby given that the Department of Education (DOE), Special Education Programs is making available for public review for 60 days, starting March 7, 2022, the Federal Fiscal Year (FFY) 2022 Grant Application under Part B of the Individuals with Disabilities Education Act (IDEA). The application is available here and the allocations are included on the interactive spreadsheet. The dollar amounts listed in the interactive spreadsheet are based on FFY 2021 allocations. The final budget submitted with South Dakota's application will be adjusted to reflect the FFY 2022 allocations when these amounts become available. If you are unable to view the application, copies may be obtained by contacting the SD DOE – Special Education Programs, Part B Annual State Application, 800 Governors Drive, Pierre, South Dakota, 57501.

- Written comments concerning the FFY 2022 Grant Application under Part B of the IDEA will be accepted for 30 calendar days from March 28, 2022 through April 27, 2022. Comments regarding the Part B IDEA application should be sent to Linda Turner, Part B Director, at Linda.Turner@state.sd.us or to the address above.

49

TOTAL AWARD AMOUNT	$39,613,355
Maximum Available for Administration.	$1,125,890
How much do you want to set aside for Administration in dollars?	$1,125,890
Set Aside for other State-Level Activities	$3,358,344

FEDERAL APPLICATION 2022
(BASED ON 2021 ALLOCATION)

50

REQUIRED ACTIVITIES

- For monitoring, enforcement, and complaint investigation.

- To establish and implement the mediation process required by 20 U.S.C. 1415(e), including providing for the cost of mediators and support personnel.

- Ed Specialists (Accountability/ Monitoring)
- Complaint Investigators (TAESE)
- Online accountability system

$912,084

- SD Parent Connection – Navigator Program
- Mediators and IEP Facilitators

$164,152

51

AUTHORIZED ACTIVITIES

- For support and direct services, including technical assistance, personnel preparation, and professional development and training.

- Center for Disability
    - Sped Conference
    - Autism Team Building
    - Autism Summer Program
- MTSS – RtI
- DSS Auxiliary placement child count
- Summer Conference
- General PD and Speakers
- TAESE
    - Law Conference
    - Meeting facilitation
    - General PD
- Part C Summer Services

$1,240,323

52

AUTHORIZED ACTIVITIES

- To assist LEAs in providing positive behavioral interventions and supports and appropriate mental health services for children w/ disabilities.

- PBIS

$308,809

53

AUTHORIZED ACTIVITIES

- To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children w/disabilities.

- RDA work
- IEP Workshops

$257,975

54

AUTHORIZED ACTIVITIES

- To support paperwork reduction activities, including expanding the use of technology in the IEP process.

- IEPq

$40,767

55

AUTHORIZED ACTIVITIES

- Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children w/disabilities to postsecondary activities.

- TSLP – Voc.Rehab.
- BHSU - Indicator 14 -Post School Outcome-collection
- Post School Outcome- data analysis site
- National Clearing House Data

$349,234

56

AUTHORIZED ACTIVITIES

- Alternative programming for children w/ disabilities who have been expelled from school, and services for children w/disabilities in correctional facilities, children enrolled in State-operated or State-supported schools.

- DOC
- SDSBVI & SDSD

$85,000

57

AUTHORIZED ACTIVITIES

$0

- To assist LEAs in meeting personnel shortages.

- To improve the use of technology in the classroom by children w/disabilities to enhance learning.

- To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities.

- To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities.

- High Cost Fund

58

AUTHORIZED ACTIVITIES

- To provide technical assistance to schools and local educational agencies, and direct services, including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) the Elementary and Secondary Education Act of 1965.

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59